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ABSTRACT

The Phase II Equity Staff Development project was revised in response to a need to develop an equity strategic planning model with a vision statement, goals, and objectives. The Equity Strategic Planning Model was presented to administrators of Wisconsin Vocational, Technical, and Adult Education (VTAE) colleges for their use in district strategic planning. One staff development workshop, featuring the best sex equity practices in the VTAE colleges, was conducted for 27 participants. This working conference was intended to assist colleges in identifying successful programs that promote gender equity issues within colleges and curriculum. Another revision consisted of two Career Challenge train-the-trainer workshops. This experiential training was conducted for 29 persons who directed programs that focused on recruiting women into nontraditional, technical and trade occupations. The course included the following: trust building activities, goal setting, problem solving, peak experiences, and environmental and ropes course challenge activities. Participants incorporated activities into existing programs for single parents, welfare recipients, displaced homemakers, and reentry programs. (The seven-page report is followed by these appendixes: materials from the best practices showcase, Equity Strategic Planning Model, Sex Equity Advisory Committee meetings agendas and minutes, information on the Gender/Ethnic Expectations and Student Achievement program, and workshop materials.) (YLB)

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FINAL REPORT

VTAE Equity Staff Development Workshops and Services-Phase II

1993

by

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Menomonie, WI 54751

VTAE Equity Staff Development
Workshops and Services-Phase II
June 30, 1993

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An expression of thanks is given to Dr. Orville Nelson, Director, Center for Vocational, Technical and Adult Education at the University of Wisconsin-Stout. His assistance and suggestions throughout various phases of the project were extremely helpful.

Finally, a sincere thank you to the staff at the Center for Vocational, Technical and Adult Education: Mary Weber and Jackie Berg for their interest, cooperation and capable assistance during this project.

VTAE EQUITY STAFF DEVELOPMENT WORKSHOPS AND SERVICES: PHASE II

VTAE SEX EQUITY PROJECT

INTRODUCTION

The current Phase II Equity Staff Development project builds upon the training provided VTAE personnel in prior years and the recommendations made by the WBVTAE Sex Equity Advisory Committee. The purpose of this project is to determine strategies to eliminate sex bias and sex role stereotyping throughout the State of Wisconsin. It provides a forum for planning strategies to effectively infuse equity concepts in curriculum, instructional materials, teacher-student interactions and the learning environment.

The WBVTAE Advisory Committee developed an equity strategic plan and formulated goals and objectives to provide a coordinated, long-term approach for infusing equity principles throughout the VTAE System. This equity strategic plan was presented to the Instructional Services Directors and the Student Services Directors. The committee is building a foundation designed to bring together the diverse special population activities into a systematic planned whole. The original mission of the committee, to develop a long-range equity staff development plan, continues to be a major activity.

Two Career Challenge train-the-trainer workshops were conducted for 29 persons. This activity is a counseling program adapted from the Adventure Based Counseling Model developed by Project Adventure, Inc. It is based on a combination of experiential learning, outdoor education, and group counseling techniques. Career Challenge has been adapted for use with a variety of client groups and is used in re-entry programs that focus on recruiting women into the nontraditional, technical and trade occupations. The emphasis on personal risk taking and goal setting meets the need of the nontraditional women to prepare for new challenges in their careers. This activity will be incorporated by participants into existing Single Parent, Displaced Homemaker, and Sex Equity Projects.

Best Practices Showcase, a statewide staff development activity, was presented by staff members from Wisconsin Technical Colleges. The morning program was a presentation of the Madison Area Technical College's Critical Literacy Program. This is a teacher generated staff inservice designed to change the classroom climate and empower the teachers to provide an excellent

learning environment for all students. The afternoon session focused on best practices in equity at individual colleges and gave participants an opportunity to network and learn from each other.

The format for this report includes the project objectives, describes how each objective was developed and met, summary, recommendations, and appendices. VTAE Equity Staff Development Workshops and Services handouts and materials are compiled in a separate report. Copies of review may be obtained through CVTAE, 218 Applied Arts Building, UW-Stout, Menomonie, WI 54751.

PROJECT OBJECTIVES

Objective 1. Provide technical support and training for selected VTAE personnel in equity, and techniques for implementing equity program planning and cultural diversity.

One workshop was conducted during March, in conjunction with the Statewide Sex Equity Coordinators meeting. It was based upon recommendations made by the Sex Equity Advisory Committee and consisted of short presentations by project directors in VTAE colleges, followed by informal discussion and questions. The focus of the session was on sharing strategies and techniques for implementing equity projects. The showcase of best practices within the VTAE System consisted of the following topics:

- Critical Literacy: Staff Development and Sex Equity
- Minority Recruitment and Retention: 25 Statements
- Developing Mechanical/Electrical Aptitudes
- NET Project: Women in Nontraditional Occupations
- Tools for Tomorrow: Women In The Trades
- Equity Committees That Work
- Guidance and Counseling for Gender Equity
- Assessing Instructional Climate

The evaluations of the meeting were extremely positive with participants requesting annual meetings to discuss best practices within the VTAE colleges. (Appendix A) Respondents also pointed to the importance of attendance by persons representing other curriculum areas and levels of administration to further the awareness of equity issues and current initiatives.

Objective 2. Utilize an advisory committee to further refine the development of a long-range equity plan designing a systematic approach to infuse equity concepts into existing VTAE district strategic planning and curriculum development activities.

The Sex Equity Advisory Committee, consisting of eighteen VTAE district staff, WBVTAE personnel and others, with expertise in sex equity and multicultural programs, developed an equity strategic planning model with goals and objectives. (Appendix B) The Model was presented to the VTAE Instructional Services Directors and the Student Support Services Directors at their state called meetings. Strategies to present the Equity Model to District Directors have been discussed and will be given further consideration in the 1993-94 project year.

The Advisory Committee is in the process of reviewing and identifying the best program approaches to facilitate a long-range staff development plan for the training and development of skills to improve the classroom climate for women and minorities. The staff development objective is to help districts develop a community of persons to address gender equity issues over time. Suggestions were made to involve staff developers, presidents, vice-presidents, instructional services directors, marketing, and curriculum supervisors. The complete list of needs and suggestions from the four advisory committee meetings conducted are included in the minutes found in the Appendices. (Appendix C) Some needs articulated were:

- Top level involvement
- Monitoring of data and benchmarks
- Coordination with other equity efforts
- Continuous activity to keep awareness level high
- Involvement system-wide
- Promotion of equity through instructional policies

In accordance with the advisory committee suggestions, methods are being considered for the coordination of current VTAE equity initiatives (cultural, racial, gender, disadvantaged, and disabled special populations) to improve the educational climate for all students. Gender/Ethnic Expectations and Student Achievement (GESA) training for teams from VTAE colleges is being considered for the next project year. This consists of district VTAE teams attending a three-day workshop given by GESA staff. Each facilitator will then work with 20-36 teachers who attend six monthly workshops. The teachers work in groups of four, observing one another's classrooms and teacher-student interactions.

GESA examines five areas of disparity in the classroom and then encourages teachers to utilize research-based instructional strategies and resources to eliminate the disparities. These areas are generic and apply to concerns related to gender, race, national origin, developmental or physical disability, socio-economic class, perceived ability, or any of the labels which tend to deal people

out of the educational system. The GESA program is based on the premise that in order to ensure quality and excellence on an equitable basis, districts need to directly confront the issue of gender, race and ethnic bias in teachers' interactions with students. (Appendix D)

Objective 3. Participate in the Statewide Sex Equity Conference with sessions for VTAE staff designed to further develop equity skills and cultural sensitivity.

The Statewide Equity Conference was held in Madison, Wisconsin, on November 17-18. Two hundred thirty-one persons attended the conference titled, "Celebrating Twenty Years of Title IX." The program highlighted a wide variety of issues throughout Wisconsin that discussed the impact of the twenty years of Title IX, with a discussion of the present situation, and a look toward the future and the challenges ahead.

The November 16, pre-conference consisted of three sessions: Sexual Harassment, What's Wisconsin Doing to Insure Educational Equity?, and Expanding Opportunities in Tech Prep. The Sexual Harassment session discussed what constitutes sexual harassment, anti-discrimination laws, and responsibilities of teachers and administration. This seminar explained the legal and practical rights and responsibilities under State and Federal Equal Rights Laws. The second session focused on Wisconsin State Statues and administrative rules guaranteeing a public education free of discrimination. The Tech Prep session discussed initiatives as part of the school-to-work transition effort and how to most effectively serve all students. (Appendix E)

Objective 4. Conduct a career exploration workshop for selected VTAE equity personnel.

Two Career Challenge Workshops, based on the Adventure Based Counseling Model, were conducted during the weeks of December 7-11, 1992, and May 17-21, 1993. Sandra McGarraugh, New Ventures Coordinator of the School Support Services in Latham, New York, was the trainer. Twenty-nine persons were trained in the two sessions. Ten members of the December group had an additional session to discuss current plans for incorporating challenge activities and additional experiences on different rope elements. This highly effective program, based on a combination of experiential learning, outdoor education, and group counseling techniques, will be incorporated into current activities in Single Parent, Displaced Homemaker and Sex Equity grants at the VTAE colleges. Twenty-five participants took the course for credit. Action plans describing how activities would be incorporated into project activities were submitted. The action plans are not included in the Appendices, but are on file at CVTAE, UW-Stout.

The Career Challenge activities consist of: (1) the Individual Interview; (2) the week-long Intensive Workshop; (3) the four weeks of Readiness and Self-Development; and the (4) Transition Group session. The main focus of the training in Wisconsin is the Intensive Workshop. Participants experience the development of group support, examine individual styles of risk-taking, set group and individual goals, and complete a series of individual and group challenges. These experiences introduce participants to the effect of this workshop on clients, and the discussions prepare them for their roles as facilitators. The culminating event on the fourth day is a ropes course with low and high elements. The group in December mastered the elements during a three foot snowfall! Some elements were too slippery, but all participants, ranging in age from 27-59, mastered the Zip-Line. This consisted of climbing 30 feet into a tree on a ladder that ended three to four feet below a platform, climbing the tree, standing on steps on a small platform for change of ropes, and the free-fall down the zip-line to a padded tree and finally, down a small ladder to the snowy ground. The May group experienced different elements with most participants mastering the trapeze jump. This consisted of climbing a tree and leaping to catch the trapeze which was approximately six feet away. All experiences during the week prepared participants for team work, trust, and individual goal-setting with risk-taking.

This training is useful in nontraditional re-entry programs. Research is showing that in spite of the enthusiasm for career exploration activities and genuine interest in the technical fields, most women are unwilling to make the commitment to a career in any of the "male-intensive" occupations. They prefer the safety and comfort of traditionally female jobs and are often willing to pass up higher salaries, benefits, and career ladders. Many have experienced cycles of failure and the lack of self-confidence needed to take on employment settings they will encounter. Experiences in goal setting and risk taking which lead to meeting individual challenges need to be included, as well as practice in learning new problem-solving skills. Career Challenge is a model that builds on preparation for new challenges in careers. (Appendix F)

SUMMARY

This project was revised in accordance with directives from the WBVTAE Sex Equity Advisory Committee. The original mission of a five-year staff development plan was preempted by the need to develop an equity strategic planning model with a vision statement, goals and objectives. The Equity Strategic Planning Model was presented to administrators of the VTAE colleges for their use in district strategic planning. Plans are to present the model at additional state-called meetings.

One staff development workshop, featuring best sex equity practices in the VTAE colleges, was conducted for 27 participants. This was a working conference to assist colleges to identify successful programs that promote gender equity issues within colleges and curriculum. Participants requested that similar workshops be held each year to share current equity initiatives.

Another revision consisted of two Career Challenge train-the-trainer workshops. This experiential training was conducted for 29 persons who direct programs that focus on recruiting women into nontraditional, technical and trade occupations. The course included trust building activities, goal setting, problem solving, peak experiences and environmental and ropes course challenge activities. These challenges build in success by increasing an individual's self-confidence, preparing for new challenges in careers, and improving self-concept. This assists the nontraditional women to identify personal strengths and gain self-confidence to help them succeed in the classroom and workplace. Participants have incorporated activities into existing programs for single parents, welfare recipients, displaced homemakers and re-entry programs One UW-Stout graduate credit was offered for project participants.

RECOMMENDATIONS

- Continue WBVTAE Advisory Committee Meetings to respond to the Wisconsin Technical College System needs.
- Research and implement strategies to infuse Equity Strategic Planning Model into VTAE district planning through presentations at administrator's state called meetings.
- Provide a forum for sharing best practices in sex equity on an annual basis.
- Provide GESA training for VTAE district teams.
- Review 1992-93 Advisory Committee recommendations for staff development suggestions.
- Continue annual meetings for Career Challenge facilitators to share current project initiatives.
- Continue equity awareness training with DPI Sex Equity Cadre through co-facilitation of November Statewide Conference and joint VTAE/DPI Cadre Meeting.

APPENDIX A

CVTAE/UW-Stout
and
Wisconsin Board of Vocational,
Technical and Adult Education

invite you to

Gender Equity: Best Practices Showcase

Activities, Processes, Techniques, Strategies

March 24, 1993

Concourse Hotel
Madison, WI

The program will consist of sharing some of the Wisconsin Technical College System's best practices in gender equity issues. The morning session is a presentation on the Critical Literacy program at Madison Area Technical College. This highly successful national staff development program is based on the Critical Literacy program from Oakton Community College in Illinois. The afternoon will consist of participants sharing with each other gender equity techniques which they have found to be effective. Participants can expect to glean many practical ideas for:

- Pre-technical Instruction
- Guidance and Counseling for Gender Equity
- Assessing Instructional Climate
- Retention and Support for Women in the Trades
- Outreach to Business and Industry
- Strategic Planning and Administrative Procedures for Equity

The afternoon "swap" program will be led by sex equity coordinators, project directors and members of the WBVTAE Sex Equity Advisory Committee. Participants will choose two of eight topics of interest. Each group discussion will met for 50 minutes with a 10 minute break to go to the next session. The consensus of best ideas will be shared in a group discussion at the last one-half hour.

Lodging: The meeting is scheduled in conjunction with a one-day sex equity coordinators' meeting. A block of rooms is being held at the Concourse Hotel (608-257-6000) under the name Sex Equity Coordinators' Meeting, for the nights of March 22 and 23, 1993. You need only register for the one evening if you need lodging. The rates are $49.00 single and $69.00 double.

Registration: The registration fee is $18.00. This fee includes the cost of materials, lunch and break refreshments. Registration is limited to 55 people. The deadline is **March 11, 1993**.

Registration Form

Please register me for the Equity Best Practices Show Case
on March 24, 1993

Name(s):

Position(s):

Technical College:

Phone: ( ) _____ _____
Area Code Work Home

Address _____

_____

Special Physical, Dietary, or Communicative Needs:

Registration fee of $18.00 per person (which includes lunch, breaks, and meeting materials) must accompany registration.

Please make checks payable to: CVTAE, UW-Stout

Personal check receipt required: Yes_____ No_____(Receipt will be available at the meeting.)

Return registration form and check by March 15 to:

Lorayne Baldus, Project Director
CVTAE, Applied Arts 218
UW-Stout, Menomonie, WI 54751
(715) 232-1395 Fax (715) 232-1985

BEST PRACTICES SHOWCASE
March 24, 1993

Workshop Participants

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Nontraditional Project Coordinator
Blackhawk Technical College
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Janesville, WI 53547

Beth Pierce
Assistant Chair, ACD/Sex Equity Coord.
Blackhawk Technical College
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Janesville, WI 53547

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Sex Equity Advisor/JTPA Support Instructor
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Carolyn Mewhorter
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Racine, WI 53403-1582

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Madison, WI 53706

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Coordinator Tools for Tomorrow
Madison Area Technical College
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Jackye Thomas
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Mary Zurawski
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Stevens Point, WI 54481

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Gloria Gonzales, Coordinator
Family and Women's Resource Center
Milwaukee Area Technical College
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Milwaukee, WI 53233

Dr. Phil Langerman
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Pat McCall
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Waukesha County Technical College
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Estella Cortinas
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310 Price Place/Box 7874
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Frances Johnson
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WI Board of VTAE
310 Price Place/Box 7874
Madison, WI 53707-7874

Lorayne Baldus
Project Director
CVTAE/UW-Stout
218 Applied Arts Building
Menomonie, WI 54751

Gender Equity; Best Practices Show Case

Agenda

March 24, 1993
Concourse Hotel
Suite 629
One West Dayton Street
Madison, Wisconsin

9:00-9:30	Registration and Coffee
9:30	Welcome: Frances Johnson, Sex Equity Consultant, WBVTAE, Madison
9:30-12:15	Critical Literacy: Staff Development and Sex Equity: Jackye Thomas, Jean Lind and Marline Pearson; Madison Area Technical College (MATC)
12:15-1:00	Lunch: Room 638
1:00-3:00	Best Practices: Facilitator, Lorayne Baldus, CVTAE, UW-Stout, Menomonie

Topics:

- Minority Recruitment and Retention; 25 Statements.
  Dr. Phil Langerman, Milwaukee Area Technical College

- Developing Mechanical/Electrical Aptitudes
  Connie Swift, Fox Valley Technical College

- NET Project, Women in Nontraditional Occupations:
  Lauren Baker, Milwaukee Area Technical College

- Tools for Tomorrow, Women in the Trades:
  Mary Knight, Madison Area Technical College
  Nancy Nakkoul, Employment Options

- Equity Committees That Work:
  Ann Timm, Gateway Technical College

- Guidance and Counseling For Gender Equity:
  Nontraditional Options Project, Barb Bendlin, Blackhawk Technical College

  Think Nontraditional, Expanding Your Options. Mary Jo Coffee,
  Waukesha Technical College

- Assessing Instructional Climate:
  Jackye Thomas, Madison Area Technical College

3:00-3:30	Coffee Break, General Discussion and Evaluation:
3:30	Adjourn

Best Practices Session Descriptions

Minority Recruitment and Retention

Strategic Planning and administrative procedures are where you must start to bring about meaningful equity. Discussion for methods to accomplish this.

Tools For Tomorrow: Women In The Trades

Instruction and support services to assist women with entry into nontraditional employment and nontraditional postsecondary training, including apprenticeships. Provides an overview of areas, terminology, tool use, and hands-on- projects as well as related math, print reading, safety, physical conditioning and sexual harassment.

Think Nontraditional; Expanding Your Options

Eighteen hours of career exploration and planning; nine hours of pre-technical workshops (math, computers, and technical instruments); and college completion, retention in nontraditional, technical programs.

Nontraditional Options Project

Activities to recruit, retain, and place women in nontraditional fields. Introduction to industrial programs with support services and placement assistance.

NET Project

Joint project of Milwaukee Area Technical College, Milwaukee Women in the Trades, Private Industry Council, Wider Opportunities For Women and YWCA to recruit and prepare women for work in nontraditional occupations.

Developing Mechanical/Electrical Aptitudes

A project designed to measure a student's mechanical and electrical aptitude prior to, and after, 30 hours of instruction in mechanical and electrical concepts.

Equity Committees That Work

Forming effective teams and committees to promote equity issues.

Assessing Instructional Cimate

Assessments for gender equity; discussion of findings.

Best Practices Showcase Evaluation

March 24, 1993

Please comment on the following aspects of this training:

1. Critical Literacy, Staff Development and Sex Equity

2. VTAE Best Practices Presentations

3. Handouts:

4. Physical setting (rooms, meals, location)

5> Other:

I came expecting . . .	I got . . .
I value	I want next . . .

Best Practices Showcase Evaluation Results
March 24, 1993

Please comment on the following aspects of this training:

1. **Critical Literacy, Staff Development and Sex Equity:**

   - Wonderful content, excellent method of infusing equity throughout educational system.
   - Excellent! (3) Good to hear from faculty. Characteristics that make it work. Good ideas for strategies we can initiate-starting small.
   - I like the model of including gender equity in a broader program.
   - Useful presentation-encouraging and gratifying that this is going on. Less on mechanics and more on sex equity applications.
   - It was an interesting topic, but I would have preferred a condensed one hour presentation so that the other topics "Best Practices" were given more time.
   - Excellent! The presenters were well organized and inspiring. This is the most practical and exciting approach to staff development that I am aware of.
   - Interesting-but other topics might have been more directly applicable or inclusive of sex equity.
   - I missed most of this, so I can't comment.
   - Excellent process if fundable.
   - Practical and specific. Very helpful. Well presented.
   - Well organized. Very good information. Great ideas and model.
   - This was great! Good philosophical and nitty gritty.
   - Very interesting.

2. **VTAE Best Practices Presentation:**

   - Great way to share information about program models. Might consider allowing each program presenter at least 30 minutes for presentation and question/answers.
   - Great to hear about what is going on from each other. Encouraged by hearing about so much success in the state. Enthusiasm contagious-People are obviously excited about their programs. Good ideas shared that could be replicated in own districts.
   - Excellent (4)-Include at each conference.
   - Useful information. Needed more time for discussion of particular programs and how to address specific problems/issues.

- Excellent for such short term. The availability of new, structured materials to use in areas of our own programs is wonderful-so much easier than starting from scratch. (Especially mechanical reasoning, NET info.)
- Glad I got to hear all presenters. Lots of good, practical ideas.
- Interesting-the whole day could have been spent on these presentations rather than trying to fit it into a "too small" time period.
- This was one of the very best conferences I have been to. Hearing what works and what doesn't from my cohorts was very valuable, and saved me some visits to their schools. I have always wanted to know more about other district's programs. I am a networker, and this was an ideal set-up for me. I would have liked to have heard more, had more time.
- Not enough time.
- Excellent information, but a little rushed.
- Less of them and me in-depth.
- Wish we had more time for in-depth on a few topics.

3. Handouts:

- Excellent.
- Helpful-many resources.
- Okay. (2)
- Haven't looked at them yet.
- Well organized-some a welcome humorous outlook on serious issues!
- Wonderful.
- Great!
- Varied according to presenter.
- Very Good (3)-useful.
- Paging through them, they looked good, but I didn't have time to read them.
- Haven't read yet.
- Informative. Could have gotten individual topic handouts before-hand in booklet?

4. Physical setting (rooms, meals, location):

- Good (3)-comfortable.
- Remodeling noise very distracting. Attractive rooms. Meals-okay. Soup and dessert missing, but more expensive-no big deal.
- Fine.(5) Schedule breaks.
- Lack of parking-otherwise Madison location good. Construction noisy. Meals fine.
- Great, but could use more rest rooms close by.
- First room too crowded. Meals-good. Location-handy.
- Good, more food.
- No construction please. Rest rooms need to be more available. A window would also be refreshing. More space.
- Very good. Like to have table room to spread out materials and to take notes.

5. Other:

- Offer similar function on an annual basis. Very easy way to learn about programs that work.
- One of my favorite sex equity conferences to date.
- Include phone number on workshop participant list.
- Worth coming to.
- I wish there had been greater representation of: (1) VTAE districts; (2) staff outside the usual group of project staff (i.e. women already informed and committed to sex equity.)
- Second day-please stick to agenda time lines. Perhaps building in less would allow for this.
- I think we should do this once a year to update, get new ideas, hear about changes.
- I don't quite understand one thing. Why do we all seem to be doing such similar things? Why not use one curriculum, one class, one training and popularize? Then develop local modifications and additions.

I came expecting:

- Never been to one of these meetings before. Had no idea what to expect.
- More formal presentations (e.g. lecture or speech). I liked the less formal conversational atmosphere.
- New ideas. A chance to network; to connect with new people.
- To learn a lot about other district's projects.
- To learn ideas from other districts. (i.e. sex equity issues)
- Good stuff.
- Networking.
- To hear ideas about NT programming. Other examples of what people are doing well.
- Ideas to adapt for our program.
- Ideas to take back to district.
- To learn about successful programs.
- Information on model programs.

I got . . .:

- Very informative. So much stuff-I wished I had known some of this was going on. Very useful for my work and just generally interesting.
- Very good ideas. (3) Enthusiasm. Specific suggestions. Resource information. To know my peers a bit better.
- Good stuff.
- Excellent ideas to go home to share.
- Too much on critical literacy and not enough on other programs.
- What I expected, but not enough time to discuss in detail.
- Ideas to take back to district. Professional development for staff. Review of advisory committee membership. Developing mechanical/electrical aptitude course.
- Much information. Good ideas. Reinforcement for successful programs.
- Information on ongoing programs.

I value:

- The informal conversations. The nuts and bolts of how programs work.
- Open exchange of ideas. Dialogue and discussion during meeting among participants.
- Variety of topics. Networking.
- Sharing our work instead of staying so isolated from each other. . . after all, we all work for the same cause.
- Getting together and having time to share ideas.
- Networking. Hearing other district's concerns, how they resolve problems, etc.
- Meeting others doing similar work.
- Hearing about the energy and innovation of colleagues in similar work.
- Interacting with colleagues.
- Informal learning through breaks luncheons. Don't value whining for funds.
- Critical literacy presentation. Hearing about what our own group is doing.
- Up-to-date information about ongoing programs that have already established a successful track record.

I want next:

- Up-to-date employment and nontraditional career statistics. More "best practices" ideas.
- Strategies for using advisory committees and how to recruit and get their support.
- Certification requirements for instructors (Pat McCall) Discussion on how to make equity work-sharing. Consider Bev Simone as speaker on selling equity to administrators.
- Another "retreat" workshop like we had in Rhinelander last summer. . . We all do lots of hard work, and need to have fun and relax and be rewarded once in a while.
- More good stuff (2) and Hispanic stuff.
- A working committee/roundtable discussion for actual planning of usable models. . . more concrete tailored to each district's needs.
- More of infusing equity into other programs as the critical literacy.
- How to implement the successes we have heard about today and yesterday.
- An annual event to continue sharing programs/information.

APPENDIX B

Introduction To The Equity Strategic Planning Model

The attached model, containing a vision statement, goals, objectives and suggested activities, is the culmination of two years of work by VTAE Sex Equity Coordinators and additional input from the WBVTAE Sex Equity Advisory Committee. This committee was comprised of Instructional Services Administrators, Student Services Administrators, Affirmative Action Officers, Sex Equity Coordinators, VTAE personnel and WBVTAE Consultants. The Vision Statement reflects the committee's commitment to gender equity issues in racial, disabled, aged, disadvantaged and ethnic populations.

The hope is, that as VTAE districts evaluate their strategic plans, institutional effectiveness, and other initiatives, this model will become part of the fabric of the organization. Without making an explicit statement regarding equity, the institution's commitment to equity is not seen as a priority. These are meant to serve as recommended approaches to meet that end. It is a document that may be helpful as districts plan new programs or make critical changes within their organizations. It is also intended to provide ideas for professional growth experiences and in-service activities. Change occurs over time and this model is presented as a guide to incorporate equity issues as changes are made by individual institutions.

Equity Strategic Planning

Vision Statement

The Technical College System will reflect a commitment to gender equity in the areas of culture, race and disability. Each technical college district within the system will create an educational environment which allows individuals to choose careers that include considerations of future family and work roles; and frees students from limiting sex role stereotypes so they may enter and fully participate in all vocational programs and services according to their needs, interests and abilities without constraint.

GOAL I: Create, benchmark and monitor an equitable institutional environment for students and staff.

Strategies and Areas of Impact or Advocacy:

A. Assure that all members of the educational community assume the responsibility for gender equity.

1. Provide ongoing gender equity professional development activities to include, but not be limited to: ethnic, racial, disadvantaged, disabled and seniors.

   Area: Technical College Staff

2. Provide information for new employees on equity in curriculum instruction and student equity needs.

   Area: Technical College Staff

3. Conduct ongoing gender equity discussions at the department level to meet needs of the areas (i.e., FTEs, bias-free environment, benefits of equity, Center on Education and Work resource materials).

   Area: Instructional Division

4. Provide statewide and/or regional equity in-service.

   Area: Student Services, Counselors and Other Technical College Staff

5. Integrate equity issues in recertification courses.

   Area: Certification Committee and Technical College Staff

6. In-service instructors on changing demography, pay inequity, women and poverty, employment opportunities in the next decade.

   Area: Instructional Division

B. Assess achievement against benchmarks of equity goals, institutional climate, leavers or non-retainers, follow-up study, retention-attrition studies, and performance and instructional evaluations.

1. Encourage the incorporation of equity statements into each staff member's personal goal planning and employment review process.

   Area: Technical College Staff

2. Assure the use of gender fair language, methods to eliminate gender bias, and gender fair curriculum units.

   Area: Curriculum Coordinators, Instructional Staff

3. Regularly assess institutional physical environment and classroom instruction.

   Area: Technical College Staff

4. Annually report to the board and administration on the status of equity in the college.

   Area: Technical College Board and Administration

5. Identify the gaps in the provision of comprehensive services to students:
   -Marketing and recruitment
   -Preparatory services
   -Training with comprehensive course descriptions
   -Support services
   -Placement and follow-up

   Area: Administration

C. Establish a proactive sexual harassment policy through the development and distribution of anti-harassment policies and procedures to students and staff through the student handbook, student orientation mailings, bulletin board postings and staff and student training.

1. Review and update sexual harassment policies and procedures.

   Area: Administration

2. Disseminate sexual harassment policy information.

   Area: Orientation/Training for Teachers and Staff.

D. Incorporate equity components across all departments.

1. Demonstrate administrative commitment with designation of person as gender equity coordinator with resource allocation.

   Area: Administration

2. Assure that equity is addressed in all special population initiatives.

   Area: Special Populations Staff

E. Work toward gender equity in staff recruitment, committee assignments and all hiring categories with an ideal of 50%.

1. Establish a recruitment process to identify and reach under-represented individuals, i.e., past program graduates and professional organizations.

   Area: Personnel and Administration

2. Determine gender mix for each administrative/employee category. Set targets for each administrative/employee category.

   Area: Personnel and Administration

3. Reflect gender equity in all applicant pools.

   Area: Personnel and Administration

4. Encourage Nontraditional Occupation (NTO) graduates to complete technical college teaching requirements for possible employment by technical college systems.

   Area: NTO Graduates

5. Work with student organizations to develop gender balance.

   Area: Students

GOAL II: Provide opportunities for students to explore all career options.

Strategies and Areas of Impact or Advocacy:

A. Provide statewide equity in-service to student services administrators, counselors and other staff on sex bias and stereotyping in career planning and testing to assure students may choose careers based upon interests and not stereotyping.

Area: Technical College Staff

B. Establish a statewide committee to identify and recommend nonbiased assessment tools.

Area: Staff who administer and interpret assessment instruments.

C. Provide nontraditional career development opportunities through the use of role models, job shadowing, mentoring, coop work experience, internships, speaker's bureau, and "hands-on" workshops.

Area: Students, Business and Industry

D. Encourage the technical college system and trade associations to develop and deliver equitable career information to K-12 students.

Area: Counselors

E. Coordinate equity initiatives with technology preparation (tech prep) and existing career exploration projects to assure NTO career exploration.

Area: Counselors and Tech Prep Coordinators

F. **Establish a speaker's bureau of students enrolled in nontraditional programs and individuals employed in nontraditional occupations.**

Area: Instructional Division

GOAL III: Ensure that students' educational experiences are free from stereotyping, biased attitudes and discrimination.

Strategies and Areas of Impact or Advocacy:

A. **Assure that recruitment and retention strategies are present in all programs to result in gender balance among completers.**

Area: Technical College Staff.

B. **In-service faculty for sensitivity to diversity and raised awareness of their responsibility for an equitable environment.**

Area: Instructional Division, In-Service Committees.

C. **Assure that the student body is specifically aware of the district's commitment to equity through presentations in classrooms, new student orientation, and statements in college publications.**

Area: Student Services and Administration

D. **Present required competency skills in all programs to prospective students.**

Area: Admission Staff and Counselors

E. **Assure that a module to address equity and equality competencies is present in all programs.**

Area: Instructional Division

F. **Infuse equity into all planning documents, curriculums and program reviews.**

Area: Instructional Division.

G. **Evaluate publications in the planning stages for bias-free language, artwork, etc.**

Area: Equity Coordinators, Publication Directors.

H. **Evaluate new textbooks, handbooks, classroom material and library materials prior to purchase. Attach inequitable statements indicating bias, per district policy to existing material.**

Area: Equity Committee.

GOAL IV: Make educational programs and services accessible to all:

Strategies and Areas of Impact of Advocacy:

A. **Survey all students to identify barriers and/or services needed.**

Area: Student Services, Student Government.

B. **Eliminate barriers from other institutions (JTPA, Jobs Programs, etc.) through coalition and team building.**

Area: Student Services, Student Organizations.

C. **Advocate for support services; child care availability, flexible scheduling for students and staff, and accessibility to transportation.**

Area: Student Services, Student Government.

Goal V: Assist area businesses and industries to establish an equitable work environment for students and graduates.

Strategies and Areas of Impact or Advocacy

A. **Develop equity materials and presentations that individuals working with business, chamber groups, joint apprenticeship committees and personnel groups can use to increase awareness of gender equity issues.**

Area: Economic Development Staff and Equity Committee

B. **Assist business and industry to recognize and remediate stereotypical pictures and publications.**

Area: Economic Development Staff and Equity Committee

C. **Encourage business, trade and industry to hire nontraditional graduates.**

Area: Administrators and Employers

D. **Involve the private and public sectors in equity efforts through membership in advisory boards and promotion activities.**

Area: Instructional Division

APPENDIX C

Sex Equity Advisory Board Members

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VTAE Sex Equity
Advisory Committee Meeting

AGENDA

Wisconsin Board of Vocational, Technical and Adult Education
310 Price Place
Madison, WI

Facilitator: Dr. Orville Nelson, Director
Center for Vocational, Technical and Adult Education
UW-Stout

July 9, 1992

8:30	9:00	Registration and Coffee
9:00	9:30	Strategic Planning and Sex Equity - Dr. Orville Nelson
9:30	12:00	Small Group Work Sessions Incorporating Local District Strategic Plans, Sex Equity Goals, Special Populations Directions and Carl Perkins Mandates
12:00	12:45	Working Lunch and Discussion
12:45	2:00	Small Group Working Sessions Continued
2:00	3:00	Model Development and Wrap-Up

Staff Development Needs
WBVTAE Equity Advisory Board Meeting
July 9, 1992

Several areas need to be targeted if gender equity is to be addressed at the VTAE colleges. The following needs were articulated by committee members:

- Top level involvement
- System-wide assessment
- Monitoring of data and benchmarks
- Coordination with other equity efforts
- Continuous activity to keep awareness level high
- Attainable activities/challenges for instructors
- Promotion of equity value to individuals (FTE's etc.)
- Involvement system-wide
- Basic skills for NTO students (pre-tests/exploratory courses)
- Promotion of equity through instructional policies
- Incorporation into goals of those who carry out the plans.

The priorities for staff development originally formulated were:

- Statewide-Instructional Services Administrators. (Initial equity priorities; rationale, mission statement, goals, strategies, and staff development, were presented at the Instructional Services meeting in Madison, Oct. 10, 1992.)

- Local-joint meeting with Instructional Services

- Duplication of state level staff development at local districts.

- Staff development in summer or on weekends

- Creation of staff development in-service models for use by local districts.

- Series of courses based on equity competencies in instructional services for certification

- Interactive television as a staff development option.

Advisory Board Meeting
July 9, 1992
Madison, WI

The goal of the advisory board committee was to look at VTAE district strategic planning and try to determine how sex equity goals might be infused into the strategic planning. Orville Nelson, Director, CVTAE, introduced the concepts of strategic planning and mission statements. Strategic planning is:

- A structured approach to anticipating the future.
- The process that charts the broad course for the entire organization for the next ten years.
- A means of concentrating resources in a limited number of major directions to maximize benefits for users.
- A process for ensuring that the budget dollars follow the plan rather than vice versa.

In terms of equity strategic planning, the following points were made:

- It is a logical plan.
- Provides direction for achieving some desired ends.
- Needs to have "Buy In" from everyone.
- Establishes 1-5 year goals.
- Steps, action statements, responsibilities are assigned.
- Accountability.
- Evaluation.
- Reflects mission statement.
- Road map.
- Timelines.
- Customer services.
- Staffing and teamwork.
- Programs and services.
- Financial and resource development.
- Capital programs and facilities.

The differences between a mission statement and a vision were discussed. There is probably little difference, but "vision" is a more popular term. A mission statement is very broad and it will encompass the overarching purposes of the system. Sometimes that statement is very simple. It might state, "Every student who enters this institution will be enriched from this experience." It might be something a little broader, such as the MATC mission statement: "The Milwaukee Area Technical College is a publicly supported, comprehensive, postsecondary educational institution committed to increasing the potential and productivity of the people in its district through the delivery of high quality instruction and programs which are consistent with current and emerging educational and labor market needs. MATC shall maintain a comprehensive curriculum and related support services as determined by community needs and the financial capabilities of the institution.

. . . MATC will maintain an institutional environment which champions diversity, which promotes student well-being, which facilitates and encourages learning in multicultural understanding in which students and staff value quality education, which mirrors the ethnic and gender composition of the community and which creates a public understanding of and commitment to MATC and its value to the community." This last sentence about equity is inherent in the mission statement. It is stable, it is a part of their mission and is not easily changed. Not all VTAE schools, or districts have a specific equity statement in their mission statement. It may be part of sub-statements, or it might be a part of goal statements, but when present, you know that the entire organization/college is committed to equity.

The advisory board broke into three groups to discuss and develop general equity vision statements. The following statements were developed: (Group 1) Ensure equal access to all services and programs. Provide ongoing support to diverse populations and formally educate staff and public on equity issues. This allows individuals to enter vocational education programs and careers according to their needs, interests and abilities and permits them to participate in, and benefit from programs without constraints." (Group 2) Create an educational environment which allows individuals to choose careers that include consideration of future family and work roles; frees students from limiting sex role stereotypes so they may enter vocational education program and careers according to their needs, interests and abilities; to participate fully in and successfully complete programs without constraints based upon gender, culture, race, or disability. (Group 3) The third group produced a set of seven statements. These statements could be considered sub-statements, or goals of the vision.

- The participants in the technical college system should be involved in the educational process in an equitable manner.
- The technical college system takes a proactive role in assuring that children receive career information in at a much earlier age, perhaps kindergarten or before. Careers should be selected on the basis of interests and informed decisions rather than upon stereotype.
- Recruitment and retention strategies are in place across all programs to result in gender balance among the completers.
- Seek out successful graduates and employers who will serve as mentors and role models.
- Encourage the successful graduates to pursue the completion of requirements to teach in the technical college system.
- Market career selection based upon interests and informed decisions to parents, district boards, high school counselors, the community in general.

- Education should be viewed as a life-long activity rather than as a short-term solution to meeting a temporary economic need. The concept of a long-term career should not be reserved for males only.

The advisory committee broke into three groups to develop equity goal statements for a five year period. Two groups formulated their own statements and one group used the WBVTAE sex equity goals developed by the sex equity advisory committee. A discussion indicated that merging of existing sex equity goals and the ones developed in groups would be most useful. Each group prioritized their statements in rank order. These group goals were combined through analysis and then synthesized into five equity goal statements with corresponding objectives. They are ranked as follows:

1. **Create and monitor an equitable institutional environment for all students.**

   - Ongoing professional development activities in all areas of equity, ethnic, racial, gender, disadvantaged, disabled and seniors.
   - Promote an understanding of cultural diversity and the creation of a receptive and sensitive environment for all.
   - Assess achievement of equity goals, institutional climate, leavers or non-retainers, follow-up study, retention attrition studies, and performance and instructional evaluations.
   - Assure that all members of the educational community assume the responsibility for sex equity.
   - Regularly assess institutional physical environment and classroom instruction.
   - Ongoing sex equity discussions at the department level to meet needs of the areas (i.e., FTEs, bias-free area, benefits of equity, Vocational Studies Center resource materials.) Encourage the incorporation of equity statements into each staff member's personal goal planning and employment review process.
   - Assure the use of gender fair language, methods to eliminate gender bias, and gender fair curriculum units.
   - Establish a proactive sexual harassment policy through the development and distribution of anti-harassment policies and procedures to students and staff through the student handbook, student orientation mailings, bulletin board postings and staff training.

2. **Provide opportunities for students to explore various career options.**

   - Provide statewide equity inservice to student services administrators, counselors and other staff on sex bias and stereotyping in career planning and testing to assure students may choose careers based upon interests and not stereotyping.
   - Encourage trade associations to develop and deliver information to K-12 students.

- Provide nontraditional career development opportunities through the use of role models, job shadowing, mentoring, cooperative work experience, internships and "hands-on" workshops.
- Coordinate equity opportunities with existing career exploration projects to assure NTO career exploration.
- Encourage technical colleges, business, trade and industry to hire nontraditional graduates.
- Establish a speaker's bureau of students enrolled in nontraditional programs.
- Involve the private and public sectors in equity efforts through membership in advisory boards and promotion activities.
- Work with student organizations to develop gender balance.

3. **Eliminate all stereotyping, biased attitudes and discriminations.**
   - Assure that the student body is specifically aware of the district's commitment to equity through presentations in classrooms and faculty orientation, statements in college publications and the workforce.
   - Present information to all program areas requiring comparable skills to prospective students.
   - Module to address equity and equality competencies in all programs.
   - Infuse equity into all planning documents, curriculums and program reviews.
   - Evaluate publications in the planning stages for bias-free language, artwork, etc.
   - Evaluate new textbooks, handbooks, classroom material and library materials prior to purchase. Attach inequitable statements indicating bias, per district policy, to existing material.
   - Inservice faculty for sensitivity to diversity and raised awareness of their responsibility for "an equitable environment."
4. **Make educational programs and services accessible to all.**
   - Advocate for child care availability.
   - Advocate for flexible scheduling for students and staff.
   - Identify barriers from other institutions, JTPA, EWOP, and welfare.
   - Advocate for accessibility to transportation.
5. **Improve employment conditions in traditionally female occupations through the development of materials and resources that address changing demography, pay inequity, women and poverty, etc. to be used by faculty and staff who do presentations to business and industry.**

The question was asked, "Why hasn't gender equity happened?" The following thoughts were shared:

- Level at which this is addressed in the institution. Needs to be more top level involvement.
- Must look at this as a system.
- Need data and benchmarks (must monitor).
- Need to coordinate with minority plan, etc.
- Need continuous activity - keep awareness up .
- Need to give instructors activities, challenges, etc., that are attainable.
- Instructors need to see the gain/value of equity (more FTE, etc.).
- Need to involve others.
- Career choices are made in high school and middle school and some at elementary level.
- Basic skills are important for nontraditional students (pre-test courses, etc.).
- Instructional policies must promote equity.
- "Best practices."
- Need to get this into the goals of those who carry out the plan, task (track those across levels).

Ideas for future meetings are to look at the best practices and expand goals. Marketing, equity concepts, inclusions should also be addressed and a matrix of groups and goals was suggested.

Assessment is another area as there is a need to have a sense of why students leave a program/course of study. MATC-Milwaukee has a profile of course-by-course retention.

The next meetings will address

- Best Practices
- Priorities for staff development -
  - Statewide-Instructional Services Administrators.
  - Local-Joint meeting with Instructional Services
  - How can we duplicate staff development efforts done at state level in the districts.
  - Are there summer, weekend alternatives to staff development?
  - What about in-service models built into staff development?
  - Series of courses based on competencies in instructional services for certification.
  - Examine competencies to be sure they are built into list of courses.
  - Could look at interactive television as an option.

The advisory committee will meet on September 17, from 9:00-3:00 in Madison, WI. You will be notified of the meeting location in Madison.

Barbara Schuler
Lorayne Baldus

University of Wisconsin-Stout

Menomonie, Wisconsin 54751-0790

Center for Vocational, Technical and Adult Education
School of Industry and Technology
Phone: 715/232-1382

TO: VTAE Sex Equity Advisory Committee Members

FROM: Lorayne Baldus

DATE: September 4, 1992

SUBJ: September 17, 1992 Advisory Committee Meeting

The agenda below is just a reminder of the purpose, time and place for our Advisory Committee Meeting. See you on Thursday!

AGENDA

VTAE Sex Equity Advisory Committee Meeting
September 17, 1992
Wisconsin Board of VTAE
310 Price Place
Madison, WI

Facilitator: Dr. Orville Nelson
CVTAE/UW-Stout

8:30 - 9:00	Registration and Coffee
9:00 - 9:15	Review and Refine Mission Statement-Dr. Orville Nelson Review Goal Statements
9:15 -11:00	Small Group Work Sessions: • Review and Refine Goals and Objectives • Determine Target Audience and Strategies • Prioritize Goals and Objectives • Incorporate Best Practices
11:00 -12:00	Group Consensus Building; Goals and Strategies Priorities
12:00 -12:45	Working Lunch and Discussion
12:45 - 3:00	Staff Development Training Needs and Priorities for 1992-93

Sex Equity Advisory Board Meeting Minutes
September 17, 1992
Madison, WI

Lolly welcomed everyone and introduced Dr. Orville Nelson. Orv reviewed strategies for the day; revisit previous meetings work (- any questions, changes) and devise a strategic plan for staff development for 1992-93.

1. Vision Statement

   The work of two groups was combined into one vision statement. A question was raised regarding inclusion of staff as the statement seemed to be student focused. Suggestions were made to insert a sentence indicating the role of institution as an employee providing a diverse work setting. The work groups prepared several versions of a revised mission statement and discussed those versions. A finalized draft was agreed upon. (Enclosures: Strategic Planning Document)

2. Equity goal statements and objectives:

   Groups were assigned the review of two goal statements each. They were to determine the target audience and strategies; prioritize goals and objectives; and suggest best practices.

   Each group prepared a summary of two goals. It was decided that goals #5 and #6 would be incorporated into the other four goals.

   Two areas seem to be missing; (1) the idea of being sure students are aware of possible career options (this is included in goal #3) and (2) how to work with Tech Prep program options.

3. Based on presentations, what types of staff development are needed in future years?

WBVTAE Sex Equity Committee members selected equity staff development needs by assigning five of fifteen points to the top item and the remaining points in rank order. Tied for top ranking, because of one person's way of assigning points, were:

1. Orient staff to equity issues=27 Pts.
   Curriculum directors/developers: instructional services staff, administrators, staff development specialists, and counselors

2. New certification code-January '93=25 Pts.
   Influence content of the certification courses done by technical colleges.

3. Equity concepts for Tech Prep Coordinators=21 Pts.

4. Benchmark training=13 Pts.

5. Provide information to administrators at each of their sub-committee meetings =11 Pts.
   Presidents
   - Instructional services
   - Student services
   - Data Processing
   - Affirmative Action
   - Business and Finance

6. Develop a course that can be used for initial equity training or recertification=11 Pts.

7. Special training on gender (male/female) equity issues as related to sub-populations=9 Pts

8. District budget item ($) for equity staff development=9 Pts.

9. Evaluation of equity programs=6 Pts.
   - Develop measurement tools
   - Benchmark evaluation practices

10. Determine what information is needed by Presidents and Vice-Presidents =4 Pts.

11. Training in identifying biased materials=1 Pt.
   - Check to see if curriculum courses have a unit on this.

12. Gender equity issues within student health services (school nurse).

13. Balancing work and family (both men and women).

Strategies to achieve these included:

#3 Tech Prep-
   A. Statewide equity pre-conference session in November.
   B. Volunteer to be on their meeting agendas

#1 Orient staff to Equity Issues-
   A. Administrators
      -Presidents-strategy?
      -Instructional Services
   B. Student Services (Counselors)
   C. Curriculum Development Specialists

   If they had a preference, the group thought top priority for staff should be department heads, and instructors.

#4 Benchmarking-

AGENDA

WBVTAE SEX EQUITY ADVISORY COMMITTEE
MADISON, WISCONSIN
December 2, 1992

9:30	Coffee and registration
10:00	Career Challenge Workshop Update Strategic Planning Transparencies Lorayne Baldus, CVTAE
10:15	Discussion; Staff Development Priorities, 1993
11:00	Sex Equity Vision Statement Reactions Merlin Gentz and Phil Langerman, Instructional Services Meeting Deborah Mahaffey, Bureau Chief, WBVTAE Bill Bernard, Student Services Meeting
12:00	Lunch: Informal Discussion, VTAE District Staff Development Needs
12:45	Brainstorming and Discussion; Long-range Staff Development Priorities and Strategies; 1993-97
3:00	Adjourn

Thoughts on Staff Development to Ponder for Advisory Board Meeting

Research Findings

•Efforts are on recruitment and financial, rather than interactive support

•Need personal attention, mentoring, and nurturing development of self-esteem

•Few role models, sense of isolation, lack of appropriate support services, and low faculty expectations. Need to sensitize faculty to the special problems and needs of women and minority students and to increase their expectations of what these students can accomplish.

•Teachers: how their cultural and sex-biased expectations affect students

•Not found; structure of courses, pedagogical techniques, institutional climate, and system for recruitment and retention coexisting with supportive administrative structure.

Much of what has been accomplished in the Advisory Board has been administration related. There is little we can do to have an impact upon individual colleges and how equity is administered or treated.

What may be needed is equity staff development in the areas of;

- •Teacher expectation (low) and student self-esteem
- •How to find and use role models
- •How to set up support systems and clustering of NTO students within classes (Lack of peer support, role models, and ethnic isolation.)
- •Learning styles and pedagogical techniques
- •Gender-fair language and curriculum
- •Establishing and using Advisory Boards
- •Identifying and using equity videos and materials for local staff development
- •Establishing teams to develop "hands-on" workshops
- •Identifying curriculum units for NTO training
- •Sensitivity to diversity - Special training on gender equity issues as related to sub-populations.

Competencies needed

- •Pedagogical skills for differing learning styles and cultural backgrounds for retention
- •Understanding of cultural differences impacting upon recruiting, retention, and placement
- •Understanding of cultural and sex-biased expectations and how these expectations affect students (how to control to provide an equitable educational environment)
- •Understanding of the importance of personal attention, mentoring, and nurturing the development of self-esteem for student success
- •Educational infusion to remove bias and stereotyping in curriculum, instructional materials, teacher-student interaction and learning environment.
- •Ability to plan specifically designed strategies to achieve identifiable outcomes. (Recruitment of NTO students, provision of support services, and a bias-free, sex-fair curricula)

Workshop Possibilities

Tech-Prep at WVA - Concurrent session or pre-session as we did with Shirley McCune last year. Would address the equity and tech-prep staff development issue or other sex equity issues.

Train-the-trainer for staff developers and equity personnel to do a one day or half day staff development awareness raising session on equity (gender fair language, classroom climate, sex-role socialization and stereotyping, etc.)for individual VTAE colleges.

Best Practices and benchmarking - two part training to identify benchmarks, do the process, and then revisit to see what has been accomplished or where help is needed.

Interactive Television one hour staff development sessions on

- •Women with disabilites
- •Multicultural Gender Fair Issues in Teacher Preparation
- •Teacher expectation and student self-esteem
- •Multicultural gender issues
- •Effective use of advisory boards

Questions

Should we train-the-trainer, or have regional training conducted by state staff?

State-wide appeal to larger audiences to raise awareness and interest of additional personnel. Who will be involved? Who will support the effort?

Should we look at coordination with other equity training meetings (DPI Cadre, Single Parent, Displaced Homemakers, Multi-Cultural, etc.) and incorporate separate meetings for VTAE sex equity issues?

Meeting, 12/2/92

Your advisory board minutes have some of the suggestions we made in previous meetings. The last materials sent to you have one page (last page, I think) summarizing staff development needs and possibilities. Please take a few minutes to review that page and the thoughts on this memo. Bring these materials with you as a basis for our discussion. Thanks ! See you there

WBVTAE Advisory Board Minutes

Dec. 2, 1992

Rescheduling of Advisory Board Meeting:
May 26, 10:00am - 3:00pm, WBVTAE Board Office, Madison.
(Feb. 2nd and May 13th meeting, cancelled)

Equity Staff Development Workshop: March 24, 1993.
Concourse Hotel, Madison WI

Meeting Minutes:

The Equity Strategic Plan was discussed and the following suggestions were made to further refine the document:

- Replace VTAE with Technical College System
- Make all statements proactive
- Add a statement to assist business and industry to remove stereotyped pictures, publications. etc.
- Develop an introduction to the purpose of the document

Discussion continued regarding equity issues and the presentation of the Equity Strategic Plan. The group felt that in order to internalize gender equity it needs to be in each college - across all areas. Gender equity should be very visible, part of the strategic planning and be a part of assumptions. It needs to be a visible part of programs, planning, and strategic planning as colleges rank programs and the health of programs. Merlin Gentz stated that in order for equity to become part of the district planning and part of the fabric of the organization it needs to be allowed to happen over time. It is important that equity issues are incorporated when beginning new programs, or at times of critical change. It should be part and parcel at the time of Stage II Accreditation, built into strategic planning and part of the operational plan.

Equity should also be instituted across professional growth and in-service activities. Kathy Cullen suggested that the document should be part of division meetings in order to pull ideas from it for planning and curriculum design. It needs to be high on the agenda for people in the planning process and for staff developers. Many felt that the model should be part of state called meetings such as supervisors, and trade and industry. Deb Mahaffey suggested that we should be careful to present the strategic planning document as a model to incorporate sex equity into strategic planning and that there is a need to engineer this vision into the broader

plan of the districts. She also said there were many things in process. This document could be used for curriculum and it is a critical part of staff development. Bill Bernard suggested that we explain this document is a model, not a mandate. Some people within his division felt it did not address support services enough and that equity people should play the lead role in developing student equity packets.

The group felt this is a proactive time and that it is timely to present our vision and how to achieve. it. What this means is that we need to determine the best practices within the Technical College System along with a guide on how to incorporate these practices through training and staff development. With new initiatives we must be careful how we sell it and be sensitive to reactions. Guidelines as to how to implement or integrate equity issues need to be determined.

The following suggestions were made for equity staff development:

- •Communication link with staff developers and D.P.I.
- •Articulate schedules and encourage sharing of information
- •Encourage participation
- •Strategies:
    - •Student life office with money for speakers
    - •Encourage instructors to bring students
    - •Factor in training on a regular basis
    - •Train-the trainer in "out" areas
    - •Make use of instructional television
    - •Regional sites
    - •Clusters of K-12 have system
    - •Involve Staff Developers, Presidents, Vice-Presidents, Instructional Services Directors, Marketing and Curriculum Supervisors

How do we internalize sex equity through staff development? What is working? What are some instructionally oriented best practices? It was decided these issues would be addressed during the spring staff development workshop. The first date chosen was March 31, but due to a conflict, this date was changed to coincide with the Technical College Sex Equity Coordinators meeting March 24, 1993. The following lists were developed for the initial workshop.

Staff Development Training Objective:

Help districts develop a community of persons to address gender equity issues over time.

Workshop Participants:

Mix of prior attendees, Instructors, Staff Developers, Curriculum Coordinators, Counselors, Academic Advisors, Grants Application Manager, Board Members, State Board Staff.

Best Practices/Workshop Design

- •Working conference to assist colleges to incorporate gender equity issues through staff development
- •Address areas of interest, ten topics
- •Bring best practice. Identify factors that made it successful, (5-10 minutes)
- •Facilitator and recorder for each table, (understanding of concept discussed)
- •Method:
  - -Separate groups at tables
  - -Discuss and question
  - -Repeat concurrent sessions
  - -Groups reassemble for wrap-up discussion
- •Topics:
  - -Infusion of gender equity within curriculum
  - -Staff Development Strategies
  - -Career Planning
  - -Services to students
  - -Working with Advisory Boards
  - -Achieving gender balance
  - -Building a student program to enhance gender equity
  - -Promoting equity in business and industry
  - -Coordination with other community programs.:

Best Practices/Staff Development, Critical Literacy, Madison

- •Gender equity incorporated
- •Characteristics of why working
- •How they got it going, staff development
- •Community building
- •Cooperation-collaboration
- •Colleges - leeway who sent
- •Teams of people - DPI Cadre

Best Practices/Instructional

- •Fox Valley - aptitude training
- •Southwest - Changing Roles
- •Learning Styles - Linda Riley

Best Practices/ Community

- •Outreach to business and industry - Linda Bernhardt and CESA 5, Pam-Hillesheim-Setz
- •Nontraditional employment and training - Milwaukee
- •Student Development/Orientation (minorities) MATC, Sharon Curry
- •Returning Students - Gateway, Carol Aiken
- •Student Support Group - Stevens Point High School

Best Practices/General

- •Resource Helps
- •Team building to help districts do own staff development - Nancy Blair
- •Strategies to promote gender equity
- •Tech-Prep

AGENDA

WBVTAE Sex Equity Advisory Committee Meeting
310 Price Place
Madison, WI
May 26, 1993

9:30	Coffee and Rolls
10:00	Overview of Equity Staff Development Activities Frances Johnson, Educational Equity Consultant, WBVTAE Lorayne Baldus, Project Director, UW-Stout
10:15	GESA Training in VTAE Colleges Melissa Keyes, Ph.D., Consultant, Sex Equity Programs, DPI Barbara Schuler, Ph.D., Administrator, Vocational Equity/Single Parent Programs, DPI
12:00	Working Lunch; Discussion Continued
1:00	Moving Equity Issues to the Front Burner. Discussion and Planning of Strategies to Infuse Equity Within VTAE Strategic Planning Merlin Gentz, Ph.D. Instructional Services Director, Fox Valley Technical College
2:15	Break
2:30	Discussion Resumes
4:00	Adjourn

SEX EQUITY ADVISORY COMMITTEE

MAY 26, 1993

Present: Barbara Schuler, Barbara Dougherty, Carolyn Mewhorter, Bob Hanson, Fran Johnson, Jackye Thomas, Gerri Kaufmann, Phil Langerman, Merlin Gentz, Jean Kapinsky

Fran Johnson shared with the group that Lorayne Baldus' son had a sports accident and she would not be attending the meeting and that she would facilitate for her.

Fran announced that the VTAE System has been approached to develop training courses in diversity and sexual harassment for municipal and private employers. The request came from the League of Municipalities. The committee discussed this concept and felt they could play a role in conducting an inventory of what is currently available in the way of training materials and what training is currently being done by districts. The economic development area was seen as the likely place where this training could be located. This is a good example of defining how pieces or divisions of the district fit into the goals and mission of equity. We need to look at how we ourselves as institutions deal with diversity in employment. What happens to our students?

Barbara Schuler gave a presentation on the Gender/Ethnic Expectations and Achievement training programs which could be available to the VTAE system. (Handouts are attached) This training will be offered in September and November in Wisconsin by Melissa Keyes. The training cost depends on who is the trainer and their 3 day cost along with a $240 per participant material cost. The group decided to recommend that Stout pursue offering the training to a group of VTAE staff (a minimum of 2 individuals from each district) sometime in the spring. This would allow time to develop the implementation strategy and demonstrate the need of such training within the districts.

Merlin Gentz presented a strategy to show how to move the Equity Goals into district operations. These strategies need to be cross referenced with the goals. (list of strategies is attached)

Members were thanked for their participation this year and given the opportunity to continue another year or decline to continue and be replaced on the committee. Bill Bernard has already done this and recommended Bob Hansen from Southwest as his replacement from Student Services. The committee suggested that we add a member from Research and Planning and possibly business and industry. Fran Johnson will look into additional appointments.

The next meeting is scheduled for September 17, 1993 at the State Board office.

APPENDIX D

Gender/Ethnic Expectations and Student Achievement

Dolores A. Grayson
Mary D. Martin

OBJECTIVES: GESA teachers reduce disparity in teacher/student interaction as measured by classroom observations. Students in GESA classrooms achieve significantly higher average gains in reading and mathematics as measured by pre- and post- achievement scores. Teachers who have participated in the GESA program increase the use of non-stereotypical interactions, materials and activities.

WHY GESA? Although overt stereotyping is not as common as it was 20 years ago, subtler bias persists, hurting both males and females, especially those from diverse cultural backgrounds. The way teachers treat students reflects this bias. GESA examines five areas of disparity in the classroom and then encourages teachers to utilize research-based instructional strategies and resources to eliminate the disparities.

The Areas of Disparity have proven to be generic and are applicable to concerns related to gender, race, national origin, developmental or physical disability, socioeconomic class, perceived ability, or any of the labels which tend to deal people out or permit them to deal themselves in or out of the educational system. The ways in which the disparities manifest themselves may differ within and between specific groups.

The GESA program is based on the premise that in order to ensure quality and excellence on an equitable basis, school districts need to directly confront the issue of gender, race and ethnic bias in teachers' interactions with students. Once teachers have examined their own biases, as demonstrated by their own behavior toward all male and female students, necessary curricular and other changes can be accepted more easily.

HOW DOES GESA WORK? School districts choose potential GESA facilitators to attend a three-day workshop given by GESA staff. Each facilitator then works with 20-36 teachers, who attend six monthly workshops. The teachers work in groups of four. After each workshop, teachers in each group observe in one another's classrooms, coding (by gender and ethnicity) the teacher-student interactions studied at the workshop. Each workshop also provides the teachers with resources to address specific curriculum issues in their classrooms.

IS GESA SUCCESSFUL? Yes! Pre- and post- observation and monthly summaries of coding sheets indicate that teachers participating in GESA have reduced the disparities in their interactions with all students. The GESA program is a culmination of eight years of collecting and comparing data and effective strategies.

Additional information is available from the following:

GRAYMILL
Dolores A. Grayson/Pamela R. Miller
Route 1, Box 45, Earlham, Iowa 50072 515•834•2431

Moving Toward Educational Excellence Through Equity

Utilizing a level-by-level approach* to assuring equitable programs and practices for all students can lead to simultaneously achieving and maintaining quality education. Based on the premise that "quality education" and "educational equity" are indivisible, these levels are applicable to the multiple discrimination areas (i.e., race, sex, national origin, disabled, etc.).

The levels and suggested sample activities to help achieve equity are as follows:

Physical

Removing or posting signs, as appropriate: creating coeducational physical education and vocational education programs/offices; providing mutual access to facilities, equipment, work/playground/ study areas.

Access

Ensuring the intent to comply with legal mandates by accomplishing procedural requirements; reviewing course title descriptions and making the necessary changes; changing recruitment policies/practices to make enrollment in non-traditional classes possible/attractive; reviewing course content to ensure the elimination/modification of stereotyping/bias; and ensuring that selection criteria for admission to special programs are not divisive nor result in segregated groupings.

Treatment

Identifying and modifying biased counseling/instructional behaviors; eliminating sexist/racist disciplinary practices; reviewing/response to identified needs, interests and abilities; reviewing publications and other co-curricular activities to guarantee equal coverage, enrollment opportunity, and honors; establishing criteria so awards will be equally provided to deserving female and male students; and including equity concerns in student budgeting / funds disbursement process.

Infusion

Developing/applying the skills necessary to modify instructional materials to eliminate slanted reference/connotations or omissions; including equitable concepts in classroom discussions and activities; creating a balanced learning environment; providing women's studies units/programs and/or working toward inclusion of equity elements in all curricular strands/ offerings; and developing new curriculum frameworks/manuals which include a range of equity issues/criteria/suggestions.

Modeling

Creating pilot programs, centers, clusters which typify non-biased approaches; adopting and implementing system-wide policies, practices and programs which are fair; publicizing and reinforcing the success of non-

traditional programs; establishing an upward mobility tract for aspiring female as well as male administrators; actually placing and supporting women/minorities in high administrative positions and men in primary and elementary instructional programs; and developing a positive problem-solving monitoring process which will ensure the ongoing pursuit of equity as a priority.

Educators are encouraged to move beyond "paper compliance" efforts and continue to develop and implement the action steps needed at each level to institutionalize educational equity. Districts may wish to assess their level of commitment and action to date and then to pursue some organized activities which assure programmatic infusion within existing priorities. As you plan your staff and curriculum development strategies, GRAYMILL is one source of assistance and would welcome your requests for service.

*Concept by S. McCune/Developed by B. Landers.
Adapted from "Levels of Desegregation," SEE Update/CA SDE.

The Levels to Excellence Through Equity

For further information and assistance, please contact:

GRAYMILL
Dolores A. Grayson/Pamela R. Miller
Route 1, Box 45, Earlham, Iowa 50072 515•834•2431

GESA

Gender/Ethnic Expectations and Student Achievement

Areas of Disparity	Interactions	Curriculum Issues
I. Instructional Contact	a. Response Opportunities b. Acknowledgment/ Feedback	Evaluating Materials for Bias
II. Grouping Organization	a. Wait Time b. Physical Closeness	Mathematics Science Technology
III. Classroom Management/ Discipline	a. Touching b. Reproof	Multicultural/ Pluralistic Resources
IV. Enhancing Self-Esteem	a. Probing b. Listening	Gender/Race/Ethnic Balance in History
V. Evaluation	a. High Level Questioning b. Analytical Feedback	Physical Activities

Grayson & Martin

APPENDIX E

1992

STATEWIDE EQUITY CONFERENCE

Celebrating Twenty Years of Title IX

PRE-CONFERENCE SEMINARS, NOVEMBER 16, 1992

CONFERENCE, NOVEMBER 17 - 18, 1992

STATE SUPERINTENDENT'S TITLE IX AWARDS BANQUET, NOVEMBER 17, 1992

A conference for
administrators, counselors, equity coordinators,
elementary, secondary, and post-secondary instructors, and
community-based, state, and educational organizations.

Statewide Equity Conference

The Statewide Equity Conference will focus on a celebration of twenty years of Title IX. Over the years the conference has grown in depth and scope, as has our state, in the development of educational opportunities and networking for equity. This year's program highlights a wide variety of issues throughout Wisconsin that discuss the impact of the twenty years of Title IX, study the present situation, and look toward the future and the challenges ahead. The three preconference seminars highlight specific issues in sexual harassment, Wisconsin's pupil non-discrimination statutes, and the equity opportunities in Tech Prep. Come join us for an exciting program dedicated to building equity in the state of Wisconsin.

Co-sponsored by:

Wisconsin Board of Vocational, Technical and Adult Education

Wisconsin Department of Public Instruction

Wisconsin Vocational Equity Leadership Cadre

University of Wisconsin-Madison
Center on Education and Work

University of Wisconsin-Stout
Center for Vocational, Technical and Adult Education
Office of Continuing Education Extension

The sponsoring agencies do not discriminate on the basis of age, handicap, national origin, race, religion, or sex.

UW-Stout and UW-Extension:
Bridging the gap between research and practice:
organizing knowledge for action

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Preconference Seminars

Monday, November 16

A. Sexual Harassment *(one-half day)*

9:00 a.m. – 12:00 p.m.

Robert E. Lovato Attorney at Law

Tomlinson Cullman & Rikkers S.C.

Sexual harassment takes place every day. When does touching, picture display, sexual language and certain behavior constitute sexual harassment? What some people see as mere horseplay may be defined by the courts as sexual harassment. What do the anti-discrimination laws define as harassment behavior and what is appropriate – when are you legally liable? What are the responsibilities of teachers and managers in the educational environment when it comes to policies, procedures and practices related to a work environment that is harassment-free. This seminar explains the legal and practical rights and responsibilities regarding harassment under State and Federal Equal Rights Laws, and analyzes a variety of real life situations.

B. What's Wisconsin Doing to Insure Educational Equity? *(one-half day)*

1:30 p.m. – 4:30 p.m.

Barbara Schuler Vocational Equity Consultant

Melissa Keyes Consultant, Sex Equity Programs

Wisconsin Department of Public Instruction

This seminar will focus on Wisconsin State Statutes and administrative rules guaranteeing a public education free of discrimination from kindergarten through post-secondary education. Wisconsin legislature passed this law to assure that if federal laws were lost, our state would still have a comprehensive commitment to educational equity. This law provides for a detailed self-assessment by school districts. Find out what is required and why.

C. Expanding Opportunities in Tech Prep *(full day)*

9:00 a.m. – 4:00 p.m.

Shirley McCune Director

Mid-Continent Regional Education Lab

Dr. Shirley McCune trained state level and regional educational equity professionals in sex, race and national origin issues during the 1970's and 1980's when she was working for the United States Office of Education and other national organizations. She also worked on and wrote the first Title IX training materials which came from the Council of Chief State School Officers. Dr. McCune has always been on the cutting edge of equity issues and now heads one of the desegregation assistance centers. She will address the Tech Prep Initiative as part of the school-to-work transition effort and how to most effectively serve all of our students.

Tuesday, November 17

8:00 – 9:00 a.m. Registration Refreshments

9:00 – 10:45 a.m. General Session Welcome

Title IX: Two Decades of Change

Barbara A. Bitters, Chief, Equity and Multicultural Education Section
Wisconsin Department of Public Instruction

10:45 – 10:30 a.m. Break

10:30 – 11:30 a.m. Concurrent Sessions

Gender Issues in Africa - Case Studies

Graduate students from Africa
African Studies Program, University of Wisconsin-Madison

Elder Abuse - Particularly Among Women

Eileen Lattu, Director/Producer
Northeastern Wisconsin In-School Telecommunications, NEWSTECSA 7

American Indian Progress in the Last Twenty Years

Bill Gollnick, Education Consultant for American Indian Programs
Wisconsin Department of Public Instruction

Wisconsin's Youth Apprenticeship

LaMarr Billups, State Director of Apprenticeships
Bureau of Apprenticeship Standards
Department of Industry, Labor, and Human Relations

Voices: What Middle School Students Think

Cynthia Mee, Assistant Professor, University of Wisconsin-Platteville

If I Woke Up Tomorrow...: Results of the Statewide Gender Equity Survey

Barbara Schuler, Vocational Equity Consultant, Wisconsin Department of Public Instruction
Linda Riley, Associate Researcher, Center for VTAE, University of Wisconsin-Stout

11:30 – 1:15 p.m. Lunch General Session

Economic Development and Equity: Issues for the 90's

Eileen DeGrand Mershart, Executive Director
Wisconsin Women's Council

1:30 – 2:45 p.m. Concurrent Sessions

Houseless, Not Hopeless

Eileen Lattu, Director/Producer
Northeastern Wisconsin In-School Telecommunications, NEWSTECSA 7

An EQUALS Look at Mathematics Education

Margaret Biddlestaff, Coordinator
EQUALS Minnesota, University of Minnesota

Employment Issues

Ellen Bravo, Nine to Five

Multicultural Gender Equity: AHANA Student Success

Martha Harris, Appleton School District

Women Opening Doors: In Business, In Boardrooms, In Building Community

Hannah Rosenthal, Hannah Rosenthal and Associates

Women in Political Leadership Roles

Barbara Notestein, State Representative, Wisconsin Assembly

2:45 – 3:00 p.m. Break

3:00 – 4:30 p.m. Concurrent Sessions

Title IX and Division I Athletics

Ian Wheaton, Associate Director of Athletics
University of Wisconsin-Madison

Impact of Title IX on American Indian Women

Genny Gollnick, Oneida Tribal School

NCE
EDULE

3:00 – 4:30 p.m. Concurrent Sessions (continued)

Likely Sources of Gender Disparities in Special Education Enrollments

Janice A. Harmon, Research and Evaluation Specialist
Wisconsin Department of Public Instruction

Watch Out Wisconsin–The Giant is Waking Up

Cecile Hoffman, Wisconsin AARP Women's Initiative Spokesperson, CESA 3

Primetime: The Power of the Media on the Development of Young Adolescent Girls and Their Self-Esteem

Cynthia Mee, Assistant Professor, University of Wisconsin-Platteville

Classroom Integration and Recognizing Gender Bias

Gretchen Rogers, In Service Coordinator, NEWIST/CESA 7

4:30 – 6:00 p.m. Equity for the Future: Student Project Displays

6:00 – 8:00 p.m. Title IX Banquet Celebration and Awards

Wednesday, November 18

8:00 – 8:30 a.m. Refreshments

8:30 – 9:30 a.m. General Session

Equal Opportunity Employment in the 90's: Men and Women in the Workforce

Rodolfo Martinez, Enforcement Supervisor, US Equal Employment Opportunity Commission

9:30 – 9:45 a.m. Break

9:45 – 10:45 a.m. Concurrent Sessions

Surviving Backlash and Moving On

Judy Goldsmith, Special Consultant to the Chancellor for Equity and Affirmative Action
University of Wisconsin-Stevens Point

Infusing Gender Equity Issues in Social Science Curriculum

Linda Bernhardt, Gender Equity Coordinator/Social Science Instructor
Southwest Wisconsin Technical College

Japanese Women's Experience in Wisconsin Schools

Japanese graduate students, University of Wisconsin-Madison
Madeline Uranek, Consultant, International Cultural Studies, Department of Public Instruction

Compounded Barriers: Women and Girls Who Have A Disability

Mary Hopkins-Best, Associate Dean
School of Education and Human Services, University of Wisconsin-Stout

Issues in Dealing With American Indian Children

Dennis Vranek, Psychologist, Department of Psychiatry, Clinical Services Center

10:45 – 11:00 a.m. Break

11:00 – 12:00 p.m. Concurrent Sessions

Men and Women: Can We Talk?

Judy Goldsmith, Special Consultant to the Chancellor for Equity and Affirmative Action
University of Wisconsin-Stevens Point

Short Changing Girls: Short Changing America

Barbara F. Meier, President, American Association of University Women

Intersections of Race and Gender: Equity and African American Students

Diane Pollard, Associate Professor, University of Wisconsin-Milwaukee

Multicultural Gender Fair Issues in Teacher Preparation: Are Pre-service Teachers Prepared?

Marta Larson, Field Service Specialist-Wisconsin Programs for Educational Opportunities
University of Michigan

Equity Begins at the Top

Jan Hooker, Community Training Specialist, CESA 1

12:15 – 2:30 p.m. Lunch/General Session

Twenty Years of Title IX: A Good Start

Howard Voss, Educational Consultant, School District of La Crosse

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GENERAL INFORMATION

Dates: Preconference Seminars, Monday, November 16
Conference, Tuesday–Wednesday, November 17-18

Location: Concourse Hotel, Madison, Wisconsin

Fee: **PRECONFERENCE SEMINARS**

	Early Registration (through Oct. 27)	Registration (after Oct. 27)
____ A. *Sexual Harassment* (half day, a.m.)	$35	$50
____ B. *What's Wisconsin Doing to Insure Educational Equity* (half day, p.m.)	$35	$50
____ C. Both A and B	$65	$80
____ D. *Expanding Opportunities in Tech Prep* (full day)	$65	$80

Fee includes breaks and conference materials.

CONFERENCE (Two Days)

____ Early Registration (through October 27) $85
____ Registration (after October 27) $100

Fee includes 2 lunches, breaks, Title IX banquet, and conference materials.

CONFERENCE (One Day) ____ **T** ____ **W** **(check one)**

____ Early Registration (through October 27) $50
____ Registration (after October 27) $75

Fee includes 1 lunch, breaks and conference materials.

TITLE IX BANQUET

____ Additional Title IX Banquet Tickets $20

Accreditation: The preconference seminars Sexual Harassment and What's Wisconsin Doing to Insure Educational Equity have each been approved by UW-Stout for .3 Continuing Education Units (CEUs). The Preconference Seminar Expanding Opportunities in Tech Prep has been approved by UW-Stout for .5 CEUs. The conference has been approved for .5 CEU's/day by UW-Stout. Application has been made for DPI Equivalency Clock Hours for all the programs.

Lodging: A block of rooms has been reserved at the Concourse Hotel at the state rate. To guarantee this rate, reservations must be made by October 18, 1992. Reservations may be made by calling 608-257-6000 or 800-362-8770 (in Wisconsin), 800-356-8293 (outside Wisconsin). When making reservations, please identify yourself as a participant in the Statewide Equity Conference.

Parking: Parking is complimentary to hotel overnight guests. Participants who are not staying at the hotel will receive a parking pass for $2/day.

For More Information Contact:

Office of Continuing Education Extension
University of Wisconsin-Stout
P.O. Box 790, Menomonie, WI 54751-0790
1-800-45-STOUT 715-232-2693 (local) 715-232-1285 (FAX)

Statewide Equity
Preconference and Conference
Registration Form

Name _____

SSN * _____

Address _____
(street) (city)

_____
(state) (zip) (county)

Phone (Home) _____

(Business) _____

Occupation _____

Employer _____

* Providing this information is optional

Fee: PRECONFERENCE SEMINARS

	Early Registration through Oct. 27	Registration after Oct. 27
A. *Sexual Harassment*	$35	$50
B. *What's Wisconsin Doing To Ensure Educational Equity*	$35	$50
C. Both A and B	$65	$80
D. *Expanding Opportunities for Each Boy*	$65	$80

Fee includes breaks and conference materials

CONFERENCE (Two Days)

Early Registration (through October 27) $85

Registration (after October 27) $100

Fee includes 2 lunches, breaks, Title IX banquet, and conference materials

CONFERENCE (One Day) T W (check one)

Early Registration (through October 27) $50

Registration (after October 27) $75

Fee includes 1 lunch, breaks, and conference materials

TITLE IX BANQUET

Additional Banquet Tickets $20

Total Amount Enclosed **$**

Method of Payment: (Please check one)

Check (payable to UW-Stout)

Purchase Order (#) _____

MasterCard (16 digits) Visa (16 digits)

Card Number _____

Expiration Date _____

Cardholder Name (please print) _____

Cardholder Signature* _____

* This gives UW-Stout authorization to charge the registration fee to the above credit card.

The following information is used for assessment and reporting purposes only. Completion is optional.

A. Participant is: Check

1. Student Indicate Grade Level
2. Parent
3. Administrator
4. Counselor
5. Librarian
6. Elementary School Teacher
7. Middle/Jr. High School Teacher
   Indicate Discipline _____
8. High School Teacher
   Indicate Discipline _____
9. CESA Staff
10. Community Member
11. Business Person
12. Equity Committee Member
13. Post Secondary Level Staff

B. Gender

1. Female
2. Male

C. Do you have a handicap

1. Yes
2. No

D. Racial/Ethnic Category

1. American Indian/Alaskan Native
2. Asian/Pacific Islander
3. African American
4. Hispanic American
5. European American
6. Mixed Ethnicity

E. Is English your first or native language

1. Yes
2. No If not, what is your first language _____

Special Needs:

If you feel that you may need disability-related accommodations for this conference or have special dietary needs, please notify the Office of Continuing Education Extension by October 27.

You may FAX your registration to us if you are paying by charge card. Use our FAX number (715) 232-3385.

UW-Stout reserves the right to cancel the program due to low enrollment. The university is not responsible for any costs incurred due to cancellation.

Return Form and Payment to:

Statewide Equity Conference
Office of Continuing Education Extension
University of Wisconsin-Stout, P.O. Box 790
Menomonie, WI 54751-0790

Office of Continuing Education/Extension
and Summer Session
University of Wisconsin Stout
P O Box 790
Menomonie, Wisconsin 54751-0790

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Time Value

Statewide Equity Conference

Preconference Seminars, November 16, 1992

Conference, November 17 - 18, 1992

Madison, Wisconsin

APPENDIX F

Career Challenge Workshop

Career Challenge, a career exploration workshop for women, is a counseling program adapted from the Adventure Based Counseling Model developed by Project Adventure, Inc. It is based on a combination of experiential learning, outdoor education, and group counseling techniques, and has been adapted for use with a variety of client groups. Career Challenge has been developed for use in reentry programs that focus on recruiting women into the nontraditional technical and trade occupations.

A. Objectives

Participants completing this workshop will be able to incorporate the following strategies into current equity programs:

- Trust building activities involving physical safety skills
- Goal setting to establish realistic levels of challenge
- Group problem solving
- Peak experiences from successful risk taking and problem solving
- Challenge/stress activities
- Humor/fun to release stress and tension of challenges
- Ritual and ceremony to create an environment in which group process becomes an element in growth and change.

B Evaluation

The participants will, as a result of the training, be able to incorporate the strategies learned into current programs to aid in the retention and successful placement of nontraditional students as evidenced by their action plans.

C. Course Outline: See Attached Outline

D. Special Considerations

This is a one-week career exploration workshop for equity persons who direct programs that focus on recruiting women into nontraditional, technical and trade occupations. The series of challenges, experienced by workshop participants, will help them prepare similar challenges for their clients. It is designed to assist the nontraditional women identify personal strengths and gain self-confidence to help them succeed in the classroom and workplace.

CAREER CHALLENGE

A CAREER EXPLORATION WORKSHOP FOR WOMEN

The Model

The Career Challenge is a counseling program adapted from the Adventure Based Counseling (ABC) model developed by Project Adventure, Inc. ABC is based on a combination of experiential learning, outdoor education, and group counseling techniques, and has been adapted for use with a variety of client groups, including psychiatric patients and welfare recipients. The main goal of ABC is the improvement of self-concept. A basic hypothesis is that a series of carefully implemented challenges which build in success will increase an individual's self confidence.

Career Challenge has been developed for use in re-entry programs that focus on recruiting women into the nontraditional technical and trade occupations. The emphasis on personal risk taking and goal setting meets the need of the nontraditional women to prepare for new challenges in their careers. The support group format is already in place in most re-entry programs and can be adapted to the new counseling model, which offers a strategy for group and individual change. Group members are both the change agents and the persons to be changed.

Participants are asked to perform in stressful situations they have identified as having high "perceived risk". An initial interview is conducted with each participant to begin the goal setting process and to identify the risks or barriers that eventually become the challenge. Each participant works with a counselor to set up a hierarchy of behaviors that involve progressively more risk taking. These individualized behavioral goals form the basis for each participant's challenge, and are redefined and revised during the first week of intensive activities. With group support in goal setting and problem solving, individuals rise to the challenge and experience success.

A sequence of risk-taking activities is introduced during the first week of intensive activities, beginning with the individual interview and culminating in the selection of an "environmental challenge". The culminating challenge represents a personal goal with a high perceived level of risk identified by the individual. The individual and the counselor develope a plan of activities based on the risk hierarchy identified during the initial interview which leads toward the attainment of the goal. The challenges are presented to the group at the final session of the first week. This session serves a ceremonial function in which each of the participants makes a formal commitment to her challenge goal and asks the group for support. Weekly group sessions during the following three weeks of the program are devoted to reporting on the progress made toward the challenge goal.

Elements of ABC were incorporated into the sequential design of the activities.

1. **Trust building** activities are designed to develop high group cohesion which leads to sharing, openness, acceptance and support for risk taking. Many of these involve physical safety skills which are used to develop more complex psychological and social levels of trust.

Examples: Disclosure through interviews and feedback; trust walk; trust falls and trust circles

2. **Goal setting** requires that each participant define a personal or occupational goal that represents risk taking for that individual. The group helps each member establish realistic le..els of challenge for meeting that goal.

Examples: Risk profile; personal challenge; commitment ceremony
(Interview for information; cold calls to employers; learning to drive; math review; videotaping a mock interview, etc)

3. **Problem solving** is a thread throughout the program. Participants are constantly in situations where they have to solve new problems as a group. Individuals are asked to examine their role in the group process and to identify their strengths as problem solvers.

Examples: Group initiatives

4. **Peak experiences** are the culmination of individual and group activities that represent successful risk taking, problem solving or learning new skills.

Examples: Ropes course challenges; environmental challenges

5. **Challenge/stress** is experienced as each group member participates in those activities identified as high "perceived risk".

Examples: Feedback sessions; personal challenges

6. **Humor/fun** function as a release of the stress and tension of the challenges. Games and activities that involve play serve this purpose.

7. **Ritual and ceremony** are used to create an environment in which group process becomes a dependable element in the process of individual growth and change

Examples: Ball toss, feedback circle, commitment ceremony

An important component of the process is the Full Value Contract which each group member agrees to honor. The group members agree to support one another in the group and individual activities. Three commitments form the basis of the contract:

1. Agreement to work together as a group and to work toward individual and group goals;

2. Agreement to adhere to certain safety and group behavior guidelines; and

3. Agreement to give and receive feedback, both positive and negative, and to work toward changing behavior when it is appropriate.

The contract requires a level of respect and caring from each individual, as well as a commitment to confrontation - positive, nurturing, and of the self. Honesty is valued in self-examination and in all group interactions.

The Intensive Workshop

This week-long (five day) workshop establishes the structure and the expectations for the Career Challenge program. Each daily session runs from 9:00 am through 4:00 pm, with one evening session. Facilities for both indoor and outdoor activities must be available. Indoor sessions should be held in a facility that allows confidential matters to be discussed. Outdoor settings should be selected for availability of space and/or equipment for games, initiatives and challenges. Field trips to Challenge Ropes Courses should be arranged for day 4.

Vocational Equity Career Planning Workshop

Participants may register for one course credit for the workshop for the cost of the student activity fee. In order to acquire one credit, the participants need to complete an action plan. The objectives is to develop a valid action plan for implementing selected equity planning techniques.

Action Plan

Identify how you plan to incorporate the Career Challenge Curriculum and activities into your local career planning program.

1. **What is you main goal for adding this component to your existing program?**

2. **How do you plan to accomplish the goal?**

Objective(s)	Action	Timeline

ROPES COURSE

INFORMED CONSENT FORM

The SPRITE Ropes Course is patterned after the Project Adventure model outlined in a book called Cowstails and Cobras. The activities are fun and physically challenging, but their real value is their use as a tool to achieve some important goals, such as:

--An increase in the participant's sense of personal confidence
--An increase in the participant's ability to confront and work through anxiety that is aroused by difficult challenges
--To increase a person's social skills in working as part of a group and to experience the support of other group members
--To enhance a person's understanding of trusting others and being trusted
--To understand issues of leadership and participation as part of a team working toward goals
--Most importantly, to begin to understand how the experiences he/she has on the Ropes Course can be applied in other situations

General activities included on the Course are (examples):

--Trust falls
--The Meat Grinder
--The Nitro Crossing
--The Wall
--The Mohawk Trail
--The Beam
--Tire Toss
--The Amazon
--The Burma Bridge
--Catwalk

plus a variety of other activities designed to test both your individual ability and ability to work together as a group.

All activities will take place under the supervision of an instructor certified by SPRITE. Activities may require strenuous physical activity, and there is a risk of physical injury.

I have read and understand the above information: _____

SEE REVERSE SIDE AND SIGN ON THAT SIDE ALSO

SPRITE ROPES COURSE

INFORMED CONSENT/WAIVER OF LIABILITY

I am in receipt of the information regarding the SPRITE Ropes Course. I understand the nature of the risks and activities involved and hereby waive any claim of liability against the Department of Health and Social Services, Division of Youth Services and Dane County for injuries which may result from use of the Ropes Course.

PARTICIPANT SIGNATURE: _____ DATE _____

List any MEDICAL CONCERNS OR LIMITATIONS which may affect your participation in these activities.

_____

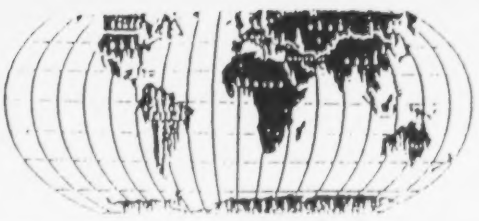
_____

_____

SIGNATURE OF PARENT/GUARDIAN REQUIRED IF PARTICIPANT UNDER AGE 18:

_____ _____

(Parent/Guardian) Date



SNAKE ROAD ADVENTURE CENTER
at
Covenant Harbor Bible Camp and Retreat Center

1724 Main Street
Lake Geneva, WI 53147
(414) 248-3600

Release of Liability and Medical Information Sheet

Snake Road Adventure Center Teams Challenge Course programs involve a variety of activities that often include warm-ups, exercises, activities, group initiative problems, low element challenges and high element challenges. Participants engage in Teams Challenge Course activities always by their own choice, so the risk of injury must be assumed by the individual. Indoor/Outdoor activities can be strenuous and often offer exercise of a different nature than some participants are used to. We do not want you to engage in activities that would be detrimental to your health or which might be opposed by your physician because of illness, injury or surgery. Participants of the Teams Challenge program must have their own health insurance coverage. We ask you for the following information so we can be aware of potential problems to better help you safely enjoy your experience. Thank you for your assistance!

Name _____ Group _____

Gender _____ Age _____ Height _____ Weight _____

Address _____ Phone _____

In case of emergency, notify _____ Relationship _____

Home Phone _____ Business Phone _____

☐ Yes ☐ No Do you have Health Insurance? (Company) _____

☐ Yes ☐ No Allergic to plants or foods? (Specify) _____

☐ Yes ☐ No Allergic to medication? (specify) _____

☐ Yes ☐ No Allergic to insect bites/stings (do you carry mediation?) _____

☐ Yes ☐ No Diabetes (are you taking insulin?) _____

☐ Yes ☐ No Heart Disease? (Specify) _____

BEST COPY AVAILABLE

☐ Yes ☐ No Epilepsy, fainting spells, seizures? (Specify) _____

☐ Yes ☐ No Asthma (do you carry medication?) _____

☐ Yes ☐ No High blood pressure? (Medication?) _____

☐ Yes ☐ No Back Problems? (Specify if known) _____

☐ Yes ☐ No Dislocations/sprains/fractures? (Specify) _____

☐ Yes ☐ No Have you ever suffered from heat stroke? _____

☐ Yes ☐ No Have you ever suffered from heat exhaustion? _____

☐ Yes ☐ No Are you pregnant? (Which trimester?) _____

☐ Yes ☐ No Are you currently under a doctor's care? (Specify) _____

☐ Yes ☐ No Are you currently taking any medication, prescription or non prescription? (Specify) _____

_____

☐ Yes ☐ No Limitations on your activity? (Specify) _____

I understand that aspects of the Snake Road Adventure Center Teams Challenge Course program may be physically demanding. I affirm that my health is good, and that I am not under a physician's care for any undisclosed condition that bears upon my fitness to participate in the Teams Challenge Course activities. I release Covenant Harbor Bible Camp and Retreat Center and it's Team Challenge Course staff and instructors from all liability for any injury to me from participation in the Teams Challenge Course activities.

Furthermore, I grant to Covenant Harbor Bible Camp and Retreat Center and persons acting for or through them, the right to use, reproduce, assign and/or distribute photographs, films, videotapes and sound recordings of myself, for use in materials they may create for promotional reasons.

Participants Signature _____ Date _____

Participants Name (Please Print) _____

or

Parent or Guardian Signature (If under 18 years old) _____ Date _____

Parent or Guardians Name/Relation (Please Print)

Wisconsin Board of Vocational, Technical and Adult Education
310 Price Place, P.O. Box 7874
Madison, Wisconsin 53707

Dwight A. York, State Director

WORKSHOP SCHEDULE FOR CAREER CHALLENGES TRAIN-THE-TRAINER

December 7-11, 1992

Sheraton Inn
706 John Nolen Drive
Madison, Wisconsin

MONDAY, DECEMBER 7, 1992

1:30 p.m. through 9:00 p.m. - Dinner included

TUESDAY, DECEMBER 8, 1992

9:00 a.m. through 4:00 p.m. - Lunch included

WEDNESDAY, DECEMBER 9, 1992

9:00 a.m. through 9:00 p.m. - Lunch and Dinner included

THURSDAY, DECEMBER 10, 1992

9:00 a.m. through 4:00 p.m. - Lunch included

FRIDAY, DECEMBER 11, 1992

8:00 a.m. through 12:30 p.m. - Brunch included

FJ:BMC
309/AGN/05
9/1/92

Career Challenge Workshop I Participants

Project Director
CVTAE/UW-Stout
218 Applied Arts Building
Menomonie, WI 54751

Tricia Croyle
Northeast WI Technical College
2740 West Mason Street
Green Bay, WI 54307-9042

Peg Pompe
Moraine Park Technical College
235 North National Avenue
Fond du Lac, WI 54936-1940

Frances Johnson
Wisconsin Board of VTAE
310 Price Place
Madison, WI 53707-7874

Nan Brennan
Chippewa Valley Technical College
620 West Clairemont Avenue
Eau Claire, WI 54701-6162

Teresa Mayfield-Nitzel
Nicolet Technical College
P.O. Box 518
Rhinelander, WI 54501

Jackie Newman
Western Wisconsin Technical College
304 North Sixth Street
LaCrosse, WI 54602-0908

Esta Lewin
Gateway Technical College
Kenosha Campus
3520-30th Avenue
Kenosha, WI 53144-1690

Barbara Bendlin
Blackhawk Technical College
6004 Prairie Road
Janesville, WI 53547-5009

Ann Mortier
Fox Valley Technical College
1825 North Bluemound Drive
Appleton, WI 54913-2277

Mary Jo Coffee
Waukesha County Technical College
800 Main Street
Pewaukee, WI 53072

Mary Lang
Southwest Wisconsin Technical College
Highway 18 East
Fennimore, WI 53809-9989

Nancy Nakkoul
Employment Options
2095 Winnebago Street
Madison, WI 53704

Equity Conference Participant
Milwaukee Area Technical College
700 West State Street
Milwaukee, WI 53233-1443

Barbara Dougherty
Vocational Studies Center/UW-Madison
964 Educational Sciences Building
1025 West Johnson Street
Madison, WI 53706

Sandra McGarraugh
47 Cornell Road
Latham, NY 12110

WORKSHOP SCHEDULE FOR
CAREER CHALLENGES TRAIN-THE TRAINER

May 17 - 21, 1993

Geneva Bay Centre
1724 Main Street
Lake Geneva, WI 53147
1-800-284-1330
414-248-1330

Monday, May 17, 1993

1:30 p.m. through 9:00 p.m. - Dinner included

Tuesday, May 18, 1993

9:00 a.m. through 4:00 p.m. - Breakfast and Lunch included

Wednesday, May 19, 1993

9:00 a.m. through 9:00 p.m. - Breakfast, Lunch and Dinner included

Thursday, May 20, 1993

9:00 a.m. through 4:00 p.m. - Breakfast and Lunch included

Friday, May 21, 1993

8:00 a.m. through 12:30 pm. - Breakfast and Lunch included

Career Challenge Workshop II Participants

Nancy Homstad
Western WI Technical College
304 North Sixth Street / Box 908
LaCrosse, WI 54602-0908

Kathy Loy
Southwest WI Technical College
1800 Bronson Boulevard
Fennimore, WI 53809-9989

Mary Knight
Madison Area Technical College
2125 Commercial Avenue
Madison, WI 53704

Karen Showers
Blackhawk Technical College
6004 Prairie Road / Box 5009
Janesville, WI 53547-7740

Miki Martin-Erschnig
Waukesha County Technical College
800 Main Street
Pewaukee, WI 53072

Judith Krause
Moraine Park Technical College
235 North National Avenue / Box 1940
Fond du Lac, WI 54936-1940

Maureen Simon
Lakeshore Technical College
1290 North Avenue
Cleveland, WI 53015

Della Clabos
Northeast WI Technical College
2740 West Mason Street / Box 19042
Green Bay, WI 54307-9042

Mary Ross
WI Indianhead Technical College
2100 Beaser Avenue
Ashland, WI 54806

Sharon Taylor
Interfaith Programs for the Elderly
1200 E. Capitol
Milwaukee, WI 53211

Sherri Hackbarth
Moraine Park Technical College
235 North National Avenue / Box 1940
Fond du Lac, WI 54936-1940

Barbara Read
Chippewa Valley Technical College
620 West Clairemont Avenue
Eau Claire, WI 54701-6162

Cynthia Marcinak
Women's Center
726 Northeast Avenue
Waukesha, WI 53186

Rosemary Caravella
YWCA Women's Center
3112 West Highland Boulevard
Milwaukee, WI 53208

Sandra McGarraugh
47 Cornell Road
Latham, NY 12110

Lorayne Baldus
CVTAE / UW-Stout
218 Applied Arts Building
Menomonie, WI 54751

Teri Varney
Employment Options
2402 Oakridge Avenue
Madison, WI 53704

CAREER CHALLENGE WORKSHOP

Hilton Inn
Lake Geneva, Wisconsin

MAY 20-21,

AGENDA:

Thursday, May 20
Hilton Inn

1:00 - 5:00 **Discussion of Project Activities.**

Please prepare an outline of your plans for implementing the Challenge activities in your projects. This does not have to be extensive. Your outlines will be shared with Sandra McGarraugh as a means of feedback for her project. Please bring 15 copies to share with everyone at the discussion.

6:00 **Dinner**

Friday, May 21
Covenant Harbor Center and Ropes Course

7:30 - 9:00 **Breakfast**

9:00 - 12:00 **Ropes Course,**

12:00 - 1:00 **Lunch**

1:00-5:00 **Ropes Course and Discussion**

CAREER CHALLENGE WORKSHOP

Hilton Inn
Lake Geneva, Wisconsin

MAY 20-21,

Lorayne Baldus
Project Director
CVTAE/UW-Stout
218 Applied Arts Building
Menomonie, WI 54751

Tricia Croyle
Northeast WI Technical College
2740 West Mason Street
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Peg Pompe
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Nan Brennan
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Eau Claire, WI 54701-6162

Jackie Newman
Western Wisconsin Technical College
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Janesville, WI 53547-5009

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